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ABSTRACT

This document is designed to provide practical suggestions to help Alaska's teachers and administrators plan, initiate, operate, and evaluate cooperative vocational education (co-op) and on-the-job training (OJT) at the secondary level. Section 1 states the purposes of co-op and OJT programs and what such programs provide. Section 2 gives a program overview, including definitions of work experience education, the benefits of work experience education, and legal considerations. Program approval standards for co-op and OJT are delineated in Section 3. Section 4 explains the steps in setting up and operating co-op and OJT programs. The steps include securing district support, developing a program plan, conducting community and student interest surveys, recruiting employers, forming an advisory committee, recruiting and selecting students, placing students in job sites, orienting students to the site, visiting or supervising students at the site, conducting home visits, conducting related instruction, submitting evaluation of the program to the district administrator, conducting follow-up, using public relations to inform the public, and keeping accurate records. Section 5 describes the roles of the teacher-coordinator, training station, and student. Required and recommended program forms are listed in section 6. Section 7 consists of a sample yearly calendar. The document's 14 appendices include a list of preemployment competencies, a list of resource agencies, and sample recommended and required forms. (CML)

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Cooperative Education & On-the-Job Training Handbook

Bill Sheffield, Governor

Developed by the . . .

ALASKA DEPARTMENT OF EDUCATION
Adult and Vocational Education

Marshall Lind, Commissioner

Gerald D. Hiley, Director for
Vocational Education

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Forward

This handbook contains information on Cooperative Vocational Education (Coop) and On-the-Job Training (OJT) programs. These two vocational work experience programs are designed to teach and refine actual job skills.

Cooperative vocational education is a method of instruction related to vocational training which has taken place in a school setting. The job skills learned in school are applied and refined in a job setting. There is an employer/employee relationship between the employer and the student.

On-the-Job Training is a method of instruction which is not attached to in-school vocational training. Job skills are learned in the work setting. There is a training relationship between the employer and the student. Normally no payment is made to the student because the cost of time and supplies of the employer exceeds the productivity of the student. Many communities have self employed people who normally have no employees. OJT provides an opportunity to expand the student training in these areas as well as into areas where there is an insufficient number of students to have a class in school.

This Coop/OJT Handbook is designed to provide practical suggestions for planning, initiating, operating and evaluating Coop and OJT programs at the secondary level. The handbook is designed to provide assistance to school district administrators, vocational educators, and the teacher-coordinators responsible for Coop and OJT programs.

Both new and experienced administrators and teacher-coordinators should find this resource helpful. The content is sufficiently specific, but flexible enough to allow full expression of individual initiative.

Schools today have an opportunity to extend their educational programs by utilizing the resources of their communities through Coop and OJT. This method of using community learning stations in conjunction with school resources has proven to be a strong bridge between school and employment. As students encounter problems on the job, they can draw on the full resources of the school.

Acknowledgements

The Cooperative Vocational Education portion of this handbook is a revision of the Guidelines for Cooperative Vocational Education in Alaska. Appreciation must be expressed to previous authors Roberta Stell and George Genz, as well as to Linda Vanballenberghe who completed the second edition.

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Jim Hickerson
Director of Vocational Education
Bering Strait School District

Chuck Johnston
Instructor
Selawik School

Barbara McCormack
Teacher Placement Director
University of Alaska, Fairbanks

Debbie Francis Murphy
Instructor
McGrath School

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Verdell Jackson
Vocational Curriculum Specialist
Adult and Vocational Education

Purpose of Cooperative Vocational Education and On-the-Job Training Programs

Purposes of Coop and OJT Programs

Coop and OJT make the local community an extension of the school. These methods of utilizing community training sites in conjunction with school resources have proven to be a strong bridge between school and employment.

Coop programs provide:

- Work sites for students to apply and refine their skills
- Funds which may be needed for students to continue their education
- School credit for graduation purpose
- Positive school/community relationships

OJT programs provide:

- Work sites which provide skills not normally available through the regular curriculum
- Self employment skills in unique occupations such as backpacking and taxidermy
- School credit for graduation purposes
- Positive school/community relationships

OJT provides vocational training to students in schools which cannot provide for any one of several reasons, one or more of the following:

- Sufficient training stations for a Coop program
- Sufficient number of students with common career objectives to warrant hiring a vocational education specialist
- Sufficient equipment and facilities to provide training within the school

Employers/community volunteers work closely with the OJT Coordinator and student to develop a training plan which will prepare the student for the specific occupation.

The Coop and OJT programs assist students in applying skills learned in the classroom through practical work experience. Success on the job helps students to recognize that subsistence and cash economies can be compatible systems, and allows participants to mold together different economic systems in a positive manner. Participation in work experience programs should give students a competitive edge in the job market.

Program Overview

Program Overview

Definitions of Work Experience Education

Work experience education in Alaska is divided into five classifications: work exploration; Rural Student Vocational Program (RSVP); general work experience; On-the-Job Training (OJT); and Cooperative Work Experience (Coop). Each type is initiated and controlled by the school personnel. The specific purposes of each vary, and a single school may not necessarily provide for all five types.

Work exploration is essentially a guidance program. Students are given opportunities to observe and participate in a variety of activities as an extension of the regular school program. Exploratory work experience should be closely coordinated with the guidance and counseling program of the school. It is an opportunity for students to begin to understand the process of career decision-making. This program is ideally implemented at the junior high level to assist students in beginning to make realistic career decisions. The work exploration program provides opportunities for students:

- to learn about their aptitudes
- to explore their personal interests
- to learn basic information about various occupations
- to sample various entry-level occupations

Rural Student Vocational Program (RSVP) is a two-week, full-time work experience for Alaska's rural high school students where training stations are minimal or non-existent. Vocational students travel to one of three metropolitan centers, live with boarding parents, and work in an urban business setting. The program provides opportunities for students:

- to evaluate their career decisions
- to apply the personal competencies learned in a rural setting to an urban work site
- to gain urban survival skills necessary for employment

General work experience is part-time work which may or may not be related to occupational goals of the students, but is related to classroom instruction in career exploration. Approved program status is not granted for general work experience. The program provides opportunities for students:

- to apply knowledge of their interests, aptitudes, and abilities
- to learn personal skills related to the work environment such as punctuality, interpersonal relations, appearance, initiative, etc.

On-the-Job Training (OJT) is a vocational program which provides high school students with a greater range of vocational courses by using community-based work sites with the teacher supervising the instruction conducted by the employer. OJT is an individualized approach which provides specific job skills. Students will be given school credit for their work. There is a trainer/student relationship at the job site. The program provides opportunities for students:

- to learn specific job skills related to a career goal such as small engine repair, merchandising, airline ticket agent, bank teller, etc.
- to apply career competencies to personal career goals
- to work under close one-to-one supervision in an actual work setting

Cooperative Work Experience (Coop) is a vocational course directly related to the student's career goals. Cooperative work experience is the capstone of an occupational training sequence. Work serves as a practical laboratory for reinforcing the in-school occupational training. Students receive both pay and school credit for their work. There is an employer/employee relationship at the job site. The program provides opportunities for students:

- to apply in an actual work situation the job skills learned in the classroom
- to refine personal and job skills necessary to obtain entry-level employment

Benefits of Work Experience Education

Work experience education provides opportunities for students:

- to develop an understanding of employment opportunities and responsibilities
- to develop attitudes and work habits for job competency
- to develop a better understanding of human relations through working with other employees
- to earn while they learn
- to learn in dual environments of both school and job
- to be placed in jobs with the potential of possible permanent employment
- to develop socially and vocationally
- to add meaning and value to all phases of the educational program

Work experience education provides opportunities for the school:

- to provide a learning laboratory for students without major expenditure to the school
- to unite the business community and school in developing a strong vocational program
- to provide a practical means for students to develop employable skills

Work experience education provides opportunities for the employer:

- to help select, instruct, and prepare young workers for effective job performance
- to receive assistance from the school in instructing and counseling during the transition period from school to work
- to hire selected and motivated workers who have chosen a career in keeping with their interests and aptitudes
- to render an important public service
- to be involved in a practical educational concept at the local level

Work experience education provides opportunities for the community:

- to familiarize students with local employment opportunities
- to provide specialized occupational training at a reasonable cost
- to develop productive citizens
- to promote closer cooperation and understanding between the community and the school

Legal Considerations

The Coop and OJT Coordinators are expected to know the federal, state, and local labor laws/regulations that apply to students and the training sites where they are placed. Coordinators are not to serve as law enforcement officers, but rather they are expected to inform participating employers when they unknowingly violate laws/regulations. Failure of an employer to comply with pertinent laws/regulations may necessitate discontinuation of the training agreement.

Avoiding Labor Law Complaints is a helpful booklet which summarizes common problems. It may be obtained from the Vocational Materials Library, Office of Adult and Vocational Education, Goldbelt Place, P.O. Box F, Juneau, AK 99811, 465-2982.

Federal Laws

Fair Labor Standards Act
The Fair Labor Standards Act provides minimum wage and overtime standards, requires equal pay for equal work regardless of sex, and contains certain child labor standards.

Title VI of the Civil Rights Act of 1964
"No person in the United States shall, on the ground of race, color, or national origin, be excluded from, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title IX of the Education Amendments of 1972
"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Section 504 of the Rehabilitation Act of 1973
"No otherwise qualified handicapped individual . . . shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any prgram or activity receiving federal financial assistance."

State Laws

Alaska Statute 23.30
Students in Work-Study Programs

Relating to workmen's compensation for high school students enrolled in work-study courses; and providing for an effective date. Section 1. AS 23.30 is amended by adding a new section to read:

> Sec. 23.30.237. HIGH SCHOOL STUDENTS IN WORK-STUDY PROGRAMS. An individual who is enrolled for credit at a public high school in a course which combines academic instruction with work experience outside the school for a public or private, nonprofit employer is an employee of the state for the purposes of this chapter while he/she is performing the work experience. Weekly compensation for disability or death under this section may not be less than the initial payment of compensation under AS 23.30.175.
>
> Sec. 2. This Act takes effect July 1, 1980.

Alaska Statutes 23.05 and 23.10
Employment Practices and Working Conditions. Fourteen and fifteen year old students are not permitted to be in a training program unless the program has been approved by the Commissioner of the Department of Labor.

Employers hiring fourteen to seventeen year olds must have on file a written plan of instruction. The written plan must include an assurance that the employer abides by acceptable safety standards and a statement that the student's employment will not interfere with his/her education. If the program does not meet these conditions or if a minor is not attending school then the form in Appendix N must be completed and sent to the Department of Labor to secure a waiver. The complete law may be obtained from the Vocational Materials Library.

Alaska Statute 23.10
Employment of Children

An exemption for student-learners shall apply when:

(1) the student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized substantially similar program conducted by a private school; and

(2) the student-learner is employed under a written agreement which provides that

   (a) the work of the student-learner in the occupations declared particularly hazardous will be incidental to his training;

   (b) the work will be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

   (c) safety instructions shall be given by the school and correlated by the employer with on-the-job training; and

   (d) a schedule of organized and progressive work processes to be performed on the job will have been prepared; and

(3) each written agreement contains the name of the student-learner, and is signed by the employer and the school coordinator or principal.

Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual case where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder. A high school graduate may be employed in an occupation in which he has completed training as provided in this paragraph as a student-learner, even though he is not yet 18 years of age. The complete law may be obtained from the Vocational Materials Library.

Other Considerations

Health Certificates
Some occupations may require a blood test and/or chest x-ray. Local employers may require students to have a health certificate. In most instances, upon successful completion of a tine test, the school nurse can provide this information. The Coordinator should inquire of the employer if this is necessary when making arrangements for the student's placement.

Student Insurance Coverage
A "Round-the-Clock" type of insurance policy for schools is recommended. It is further recommended that the Coordinator review the coverage provided by the policy of the individual school district with the students involved in the program and their parents.

Local Municipal Ordinances
Check into local municipal laws and ordinances that may pertain to the program.

Local School District Policies
Check on your school district's policies to ensure that the program conforms to those policies.

Program Approval Standards

Program Approval Standards

Cooperative Vocational Education

The minimum requirements for a cooperative vocational education course are as follows:

1. There must be on file at the school a signed, written Training Agreement between the work site and the local school.

2. Each student must receive instruction according to a signed, written Training Plan, which coordinates in-school related class instruction with an average of ten hours (maximum of twenty hours) per week of on-site training received from the employer. Students receive both pay and school credit for their work.

3. There must be a course description outlining the student outcomes as part of the particular vocational program (e.g. auto mechanics, clerk-typist).

4. Each enrolled student must have successfully completed at least one course within an approved vocational program related to the job.

5. Each student must be enrolled for five (5) periods per week in an approved related class or in an approved vocational class in the area for which training is received on the job.

6. Each student must be legally employed and paid.

7. Each student enrolled in a Cooperative Vocational Education course must be supervised by a teacher-coordinator.

8. Each Cooperative Vocational Education work site shall be visited by the teacher-coordinator a minimum of four (4) times per semester, including a minimum of two (2) times while the student is at the work site.

9. A written procedure must be developed and utilized to annually evaluate each student's outcomes.

Program Approval Standards

On-the-Job Training

The minimum requirements for a vocationally approved On-the-Job Training course are as follows:

1. There must be on file at the school a signed, written Training Agreement between the training site and the local school.

2. Each student must receive training according to a signed, written Training Plan that is specifically individualized for that student by the employer and teacher-coordinator.

3. Each student must be scheduled at the training site a minimum of ten hours and a maximum of twenty hours per week.

4. Each student shall receive school credit for successful completion of his/her Training Plan activities.

5. There must be a teacher assigned to coordinate and monitor the student's learning activities at the work site.

6. Each OJT work site shall be visited by the teacher-coordinator a minimum of three (3) times per quarter while the student is at the work site.

7. A written procedure must be developed and utilized to annually evaluate the course/training sites and the student outcomes.

Summary

STANDARDS	Cooperative Education	On-the-Job Training
Written Training Agreement	X	X
Written Training Plan	X	X
Course description submitted to OAVE	X	
Prior completion of at least one approved course within Vocational Education Program	X	
Current enrollment in an approved class related to training received on-the-job	X	
School credit for successful completion of training plan	X	X
Supervision by teacher-coordinator	X	X
On-site visits by teacher-coordinator	4 times per semester, (2 times while student is at work site)	3 times per quarter while student is at work
Written procedure for annual student evaluation	X	Evaluation of training sites and student outcomes
Student receives pay	X	
Legally employed	X	

Steps in Setting Up and Operating Coop OJT Programs

Steps in Setting Up a Program

1) Secure district support and approval

District support is crucial to the success of the program. Approval for development of the program may be obtained by careful prior planning. Benefits of Coop/OJT are listed on page 6.

Commitments are needed from the following people:

- coordinator
- students
- community volunteers/employers
- school administration
- school staff
- advisory committee made up monthly of work site personnel

2) Develop program plan

Establish goals for the program to include pre-employment, career decision-making, and specific job skills. Pre-employment skills may include initiative, relationships with others, quantity of work, quality of work, attendance and punctuality, acceptance of evaluation, appearance, and adaptability. See Appendix A for a list of pre-employment competencies. Scope and sequence of the program should move the student along a hierarchy from career exploration through pre-employment skills to an entry-level occupational status. Develop the program plan to include a general course description, a list of skills and competencies to be learned and evaluation methods.

Possible methods of delivery include the following options:

a) Use of community-based work sites as a teaching mode

b) Classroom instruction which incorporates in-school lab experiences such as extracurricular club activities, co-curricular Vocational Student Leadership Organization (VSLO) activities, and in-school work placement (i.e. classroom aides, office aides, kitchen aides, etc.)

c) Classroom instruction which incorporates lab experiences in a school-based business

3) Conduct community and student interest surveys

Develop or secure survey instruments:

- to determine the need for the program
- to assess support for the program
- to determine the type of program needed (i.e. placement in community-based or school-based businesses)
- to identify potential work sites for students
- to identify potential advisory committee members
- to identify student interest

There are several options for distributing the survey:

- mail it and conduct follow-up visits or calls
- conduct a public meeting and have people complete the survey at the meeting
- send the survey home with students
- post a public notice of the survey

Compile the results of the survey, and incorporate them into the Coop or OJT program plan. Sample surveys are found in Appendix B.

4) Recruit employers

Locate training stations:

- Chamber of Commerce
- Government personnel agencies
- Trade associations
- Telephone directory
- Cooperating business firms
- Community survey

Develop a list of potential community volunteers/employers in the community. Every community has people who have job skills; be creative in developing your list. Include self-employed people who have no employees. Invite these individuals to participate in the Coop or OJT program. In addition, compile a list of interested employers based upon the results of the community survey. Have an orientation meeting for community people to describe the program. Find out some basic information from interested volunteers:

- Do they have career ladder opportunities for cluster training?
- Do they have appropriate working hours?
- Does the employer assign a supervisor for the student-learner?
- Is it appropriate to student capacities, physical and emotional development and social maturity?
- Do they have good health and safety standards?
- Is it on-going rather than seasonal work?
- Does it fit the needs of the training plan?
- Are they interested in placing a student?
- Have they hired students in the past?
- Do they have time to train a student?
- Would they like more information about the program?

5) Form an advisory committee

An advisory committee is a group of individuals interested in the program. There are several advantages to having an advisory committee. The committee can:

- provide a link between the schools and the community
- provide input on occupational requirements
- provide input on community needs
- provide input into ways of helping students to understand subsistence and cash economies as co-existing systems
- provide support and advice on training needs, new innovations, equipment, etc.

The advisory committee should consist of a minimum of four to a maximum of twelve members. The committee should represent a wide cross section of the community. An advisory committee handbook is available from the Vocational Materials Library.

6) Recruit and select students

a. Include information about programs in local publications.

b. Have students complete applications for the program.

c. Review student cumulative records and arrange for necessary special tests and inventories.

d. Discuss job training possibilities with students.

e. Talk to parents about the program.

f. Arrange for student interviews with potential employers/ community volunteers.

7) Place students in job sites

a. Arrange meeting with student, employer, and Coordinator to develop training agreement, training plan and work schedule.

b. Have students complete necessary employment forms as well as program forms.

c. Reconfirm the legality of all arrangements regarding placement according to local, state, and federal labor laws.

d. Provide training station supervisor with orientation checklist and offer assistance in working with trainee.

e. Provide employer with evaluation form to be used with trainee.

8) Orient students to job sites

Careful orientation of the student-trainee to his/her new work station is important. Discuss the following topics:

a. Elements of student-trainees new job
b. Arrival and leaving times
c. Checking in and out procedures
d. Lunchtime, coffee break procedures
e. Pay schedule (Coop)
f. Computation of wages (Coop)
g. Deductions from pay (Coop)
h. Employment benefits
i. Record keeping procedures
j. Promotional possibilities with the firm
k. Union clauses as they relate to the student-trainee, if applicable
l. Appropriate clothing or dress code
m. Safety information as pertinent to the company

9) Visit/supervise students in job sites

a. Meet with employer at least three times a quarter for OJT and twice a semester for Coop to discuss the student training reports completed by the employer.

b. Meet with the student weekly to discuss progress in meeting goals from the training plan. Discuss the student's self-evaluation on a monthly basis.

The specific reason for making a visit to a training station will vary, depending on the student-learner, the type of training station, the time of the school year, and the types of instruction being carried out in the classroom and on the job at the time.

There are several factors to cover in visitations:

a. Observe the student-learner on the job:

students enrolled in cooperative education and diversified occupations - a minimum of twice per semester

students engaged in on-the-job training - three times per quarter.

b. Consult with job supervisor frequently about the progress of the student-trainee and suggestions to implement the training plan.

c. Consult with top management or the training director occasionally regarding cooperative vocational education.

d. Involve the job sponsor in evaluating student-trainee's work.

e. Counsel the student-trainee at school after consulting with the work site supervisor.

f. Make appointments to see the student-trainee's work site supervisor for input into the student's training program and progress.

NOTE: It is very important that the teacher-coordinator be considerate of the job sponsor's work load, while at the same time making sure the job sponsor is totally aware of the "training priorities" and the student-trainee's progress.

10) Conduct home visits

If you should find it necessary to visit a student's home, the following guidelines will assist you:

a. Learn before the visit whether the family is new in the district; and, whether any child from the family has been in the program previously.

b. Don't surprise the parents. A postcard or telephone call concerning the time of the visit pays dividends in friendly relationships.

c. Be prepared to accept calmly whatever living standards you may find on a home visit.

d. Dress simply. Be friendly.

e. Take a copy of your annual schedule of activities and explain it to the parents.

f. Take pictures to show and printed material to leave with the parents.

g. Encourage questions and ideas from parents and other children in the family.

h. Tell the parents of prospective students about the cooperative course offered and how they fit into the total school program. Use simple, non-technical words.

i. Tell about the success of graduates and the employment opportunities for well-trained youth.

j. Extend a cordial invitation to parents to visit the department and classes.

11) Conduct related instruction

Related instruction in cooperative vocational education should facilitate the development of capabilities the student needs to enter, adjust, and advance in a satisfying career. A student's career interests and plans may change, but desirable vocational capabilities and competencies needed for future operations are learned through the medium of specific jobs within the context of the economic and social environment.

Following is a suggested outline of topics which could be utilized in covering some of the occupational adjustment capabilities needed by all workers:

A. Essential Factors in Job Search and Application

1. What type of jobs can I do?

    a. Research vocational books and magazines
    b. Study the job picture in the community
    c. Thoroughly study past experiences and abilities

2. What type of jobs can I most enjoy?

    a. What hobbies do I enjoy?
    b. What jobs relate to them?
    c. Do I enjoy working with lots of people?
    d. Do I enjoy working alone?
    e. Do I prefer indoor or outdoor work?
    f. What are my strongest likes and dislikes?

3. What agencies can help me?

    a. State Employment Service
    b. School Counseling Office

4. How can I prepare for the interview?

    a. Approach
    b. Knowledge of business and firm
    c. Choosing time and place

5. How do I complete an application?

B. Basic Housekeeping Duties on All Jobs

1. Care for the work space.

2. Care for the equipment used.

3. Share general housekeeping.

    a. Daily cleaning of shop, store, etc.
    b. Extra cleaning in any slack time
    c. Periodically cleaning thoroughly, including equipment, windows, etc.

C. Human Relations, Conduct, and Appearance on the Job

1. Maintain good relations with other workers.

   a. Benefits derived
      - Helpful suggestions
      - Cheerful atmosphere
      - A first step to promotion

   b. Benefits given others
      - Job satisfaction
      - Cooperation and mutual benefits

2. Maintain relations with supervisors.

   a. Understanding supervisors' problems
   b. Value of your individual responsibility

3. Maintain safety on the job.

   a. Danger to self and others
   b. Annoyance
   c. Interference with work

4. Maintain proper appearance on the job.

   a. Cleanliness always
   b. Improvement of self-concept
   c. More pleasant for others
   d. Selection of attire for each job
   e. Care of employer furnished uniforms

D. Personal Habits and Health Habits, Effect on the Job

1. Maintain good personal habits.

   a. Consideration of others
   b. Offensive habits avoided
      - Smoking in improper places
      - Leaving unclean facilities
      - Use of distasteful language
      - Annoying habits and mannerisms
   c. Pleasant and appropriate dress

2. Maintain good health habits.

   a. Cleanliness of person
   b. Sound eating and sleeping habits
   c. Result in:
      - Less sick leave
      - Alert, efficient and safe work
      - Pleasant personality

E. Personal Finances, Effects on the Job

1. Be a worry-free worker.

2. Demonstrate sound judgement.

F. Personality Growth and Development

1. Know benefits of desirable recreation.

2. Know benefits of public service activities.

3. Know benefits of intellectual activities.

G. Telephone Skills

1. Use telephone etiquette.

2. Use pleasant telephone voice.

3. Make the telephone work for you.

H. Communications, Oral and Written

1. Use effective oral communication.

   a. The conversation voice
   b. The speaker's platform voice
   c. The telephone voice

2. Use effective written communication.

   a. The formal letter
   b. The business memo
   c. The note of message

I. Automation and Projected Changes

1. Will my job exist tomorrow?

   a. What was my job like ten years ago?
   b. What new skills are needed today?
   c. What trends are apparent?

2. What new skills are growing in my occupation?

   a. Is training needed?
   b. Are schools available?
   c. Is home study material available? Where?

12) Submit evaluation of the Coop/OJT program to the district Vocational Administrator

Include student and employer evaluations of the program as well as Coordinator observations and comments.

13) Conduct follow-up

The value of follow-up information cannot be stressed enough. The justification of the Coop/OJT program is primarily and ultimately based on the number of students who enter successful employment in the occupational area for which they were prepared. Programs that can substantiate placements provide one major positive aspect in evaluation of the program, especially in terms of continuation or expansion of the Vocational Education Program. Write a year-end final report for presentation to the local school boards and to your local vocational advisory council. This final report would be based on a follow-up of your work experience students and could include the following:

a. Number of students enrolled

b. Number of students continuing employment

c. Number of training stations used

d. Report of media coverage and support

e. Total wages earned by student-trainees

f. Positive communications from employers

A sample follow-up form is included in Appendix L to assist in gathering the above information.

14) Use public relations projects to inform people about the program

General

Many different types of communication media can be used to inform the school and the community about Coop and OJT. Set a goal of two public relations projects each month.

School Relations

Cooperation and support from administration, advisory councils and instructional staff are essential to continuing success. Therefore, the teacher-coordinator should prepare periodic and annual reports to keep these individuals informed of the progress and activities of work experience education. Special efforts should also be made to keep the administration, principal, counseling staff, and advisory committees informed regarding accomplishments of students enrolled in work experience programs.

a. Prepare and duplicate handout materials explaining Coop/OJT.

b. Arrange personal interviews with sophomore and junior students.

c. Arrange for the teacher-coordinator or student representative to discuss Coop/OJT in the homerooms.

d. Have a "Guest Day" for students who may be interested in a vocational career.

e. Display instructional material.

f. Encourage active participation in community and school events through the following activities:

- Style shows
- Sponsored dances
- Youth week
- Business survey
- Individual marketing studies

g. Produce brochures for students and staff of the school.

h. Hold teacher-coordinator meetings and workshops within the school and district with staff not involved in work experience education.

Community Relations

a. Distribute newsletters or bulletins of general news and personal notes about Coop/OJT to parents, faculty, and administrators.

b. Conduct local radio or television program interviews with:

- Students at training stations
- Graduates of Coop/OJT in jobs
- Cooperating employers
- Administrators
- Parents of student trainees
- Members of the advisory committee

c. Design a brochure on Coop/OJT and distribute to local businesses.

d. Hold an employer-employee banquet.

e. Present awards at an award assembly to outstanding students in each occupational area. Criteria and judging can be the decision of the advisory committee.

f. Conduct tours for parents to the training stations and prepare news articles and pictures about this event.

g. Have employers tour the school and visit related classes.

h. Have students talk to civic groups about features of Coop/OJT.

i. Present certificates of merit to cooperating employers to display.

j. Send letters of appreciation to employers and advisory committee at the end of the school year.

k. Take advantage of opportunities to speak to community groups, service clubs, P.T.A. and church groups.

l. Do feature stories and submit to newspaper, trade publications or professional journals.

m. Take pictures of students working in jobs and post them.

n. Display pictures of examples of students' work in local stores or public buildings.

o. Arrange special programs and speakers for Career Days.

p. Ask school and local papers to publicize Coop/OJT.

q. Present the story of Coop/OJT to civic, professional, and lay groups.

r. Inform and enlist the support of the counselors and the faculty.

15) Keep accurate records

To meet program approval guidelines, districts must submit an example of their local Training Agreement Form and Training Plan Form.

Appendices D and E contain samples of such forms. Districts may choose to devise forms suitable to local programs.

The number and kinds of records kept by the local school must be determined by the administration and teacher-coordinator. To substantiate minimum requirements for Coop and OJT and to enhance efficient program management, the following files should be maintained:

1. An individual file for each training station

2. An individual file for each enrolled student It should contain
   (a) Application for enrollment in the program
   (b) Employment referral record for each student-trainee
   (c) Training agreement
   (d) Monthly student-trainee's evaluation of job
   (e) Monthly employer's evaluation of student-trainee
   (f) Teacher-coordinator's visitation reports
   (g) Weekly training report by student-trainee

3. A file of the teacher-coordinator's weekly job sheets

4. Grade card with attendance marked, including the day each student starts his/her work experience and the last day on the job

5. Proof of age of student (alerts supervisors to limit work activities of minors to those allowed by law)

Roles of Those Involved in Programs

Roles and Responsibilities of Those Involved in Programs

Teacher-Coordinator

The following are suggested major areas of responsibilities for the teacher-coordinator.

1. Select and guide students.

    a. Describe the program to students.
    b. Work with guidance personnel.
    c. Provide occupational information.
    d. Counsel students about entering the program.
    e. Gather information on students.
    f. Schedule students.
    g. Help enrollees with career planning.

2. Place students in training jobs.

    a. Enlist participation of cooperating employers/community volunteers.
    b. Select suitable training stations for each student.
    c. Orient employers, training supervisors, and co-workers.
    d. Prepare students for job interviews.
    e. Place students on the job.

3. Assist students in adjusting to their work environment.

    a. Help students on their jobs.
    b. Deal with job problems.
    c. Plan personal development with training supervisors and students.
    d. Evaluate job progress.

4. Improve training done on the job.

    a. Establish responsibilities on the job.
    b. Develop training plans and training agreements.
    c. Consult and assist training supervisors.
    d. Maintain training emphasis.

5. Assist students in making personal adjustments.

    a. Aid students in correcting poor personal habits.
    b. Counsel students with personal and socio-economic problems.
    c. Assist students with educational problems.
    d. Resolve behavioral problems.

6. Administer program.

   a. Plan program objectives.
   b. Communicate school policy.
   c. Prepare reports.
   d. Participate in professional meetings.
   e. Consult with peoplepower agencies such as employment services.

7. Correlate classroom instruction with on-the-job training.

   a. Assist in determining needed instruction.
   b. Assist in obtaining instructional materials.
   c. Advise training supervisors concerning applications of classroom instruction to be made on the job.

8. Maintain good public relations.

   a. Plan the publicity program.
   b. Prepare the printed publicity.
   c. Contact news media.
   d. Maintain communications with faculty, parents, community, employers, school administrators, and student body.

9. Maintain appropriate evaluations and records; have on file a written training plan for each student.

Training Station

1. Cooperate in developing training plan for student-learner.
2. Assign experienced employee to direct supervision of student-learner.
3. Pay wages comparable to those paid other beginning workers.
4. Guarantee a minimum of ten hours per week for the training period.
5. Make sure job doesn't interfere with students capability to complete other courses in school.
6. Make written periodic evaluation of the student's performance.
7. Report any dissatisfactions to the teacher-coordinator.
8. Promote good sanitary and safety practices as well as appropriate dress.
9. Allow the teacher-coordinator to periodically observe the student on the job.
10. Abide by federal, state and local employment laws and regulations.
11. Promote positive work habits.
12. Have on file and comply with a written training plan.
13. Discuss in detail with the student the elements of the job, arrival and leaving time, checking in and out procedures, record keeping procedures and wage information for Coop students.

Student

1. Meet with coordinator and guidance counselor to discuss program; make a commitment to personal career development through the Coop/OJT program.
2. Discuss program with parents and complete application form and necessary parental/legal guardian permission and release forms.
3. Interview for placement into program.
4. Work with coordinator and employer/community volunteer to complete the training plan.
5. Abide by all of the rules and requirements in the training agreement, training plan and work schedule.
6. Complete necessary evaluation forms including the follow-up form.

Program Forms

Program Forms

The following forms are required:

Program Approval Forms

Districts requesting vocational approval for their Coop and OJT programs must submit Office of Adult and Vocational Education (OAVE) Forms VO5-223-12a (Program Description) and VO5-223-12b (Course Description) that include a list of training sites according to CIP codes. See Appendix C for these forms and a list of CIP codes.

Training Agreement

A signed, written training agreement between the training site and local school is required to be on file at the school. Districts requesting vocational approval for their programs must submit a copy of the training agreement form to the Office of Adult and Vocational Education. The training agreement should include amount of employer payment, if any, information on the period of time the student will be employed, the name of the student's supervisor, the student's responsibilities on the job, the employer's responsibilities, the Coordinator's responsibilities, provision for a grievance procedure for the student, and an agreement to abide by all pertinent federal, state, and local laws/regulations. Sample training agreement forms can be found in Appendix D.

Training Plan

Each student must receive training according to a signed, written training plan that is specifically individualized for that student by the employer/community volunteer and Coordinator. A copy of the training plan form should be submitted to OAVE if the district is requesting vocational approval for its program. The training plan should also be kept on file with the Coordinator and the employer. The training plan is, in effect, a lesson plan for the student's course of study, and should serve as a working document; changes can be made in the plan as the student's needs dictate. The plan should include information on the student's training goals and a comprehensive breakdown of exactly what the student wants to accomplish through the program.

For Coop, the training plan is written to apply and refine the skills learned in school. The primary responsibility of the instructional effort is on the school. In the job, the student is applying job skills and being productive. The training plan directs that effort. The training plan is used:

- to identify specific learning activities which the student will experience
- to identify from whom and when the student will receive the learning activity
- to identify specific learning activities on which the student will be evaluated

The training plan is a critical component of the OJT program. It directs the instructional effort enabling the student to gain job skills. Therefore, special effort is necessary to develop a detailed plan and learning strategy. The following procedure may be used:

1. In cooperation with the community volunteer, the OJT Coordinator will conduct a task analysis to determine the knowledge and skills needed by the student to develop an entry level skill for the occupation for which the student is being trained.

2. Write broad competencies for the course.

3. Write specific tasks to be achieved in reaching each competency.

4. Develop learning experiences that will provide the student with knowledge and skills required to achieve the competencies of the course.

5. Develop a method of measuring the student's achievement of the competencies.

6. As the student achieves competencies, keep a record on the training plan to keep instruction on target.

Sample training plan forms are in Appendix E.

The following forms are <u>recommended</u>:

Student Program Application

By completing a program application form, the student indicates his/her commitment to the program. The information on the form also provides the Coordinator and the employer with some basic information on the student. Sample program application forms can be found in Appendix F.

Student Training Report

The Coordinator, the employer, and the student should meet at least three times a quarter for OJT and four times a semester for Coop; bimonthly meetings are encouraged. The training report form should be completed by the employer prior to the meeting and can serve as the basis for the meeting. The focus should be on the student's progress in meeting his/her goals as outlined in the training plan. Sample training report forms are included in Appendix G.

Student Evaluation

Students should complete a monthly evaluation of their progress in meeting their training goals as outlined in the training plan. If a student is experiencing problems on the job site, it is recommended that the Coordinator and student meet weekly to complete an evaluation. Sample student evaluation forms are included in Appendix H.

Student/Parent Agreements

Students should be aware of exactly what their responsibilities and obligations are in the program, and should sign an agreement to abide by those conditions. Parents should be involved in the student's Coop/OJT program, and be a party to the student agreement. The parents should sign a form of release of liability. A sample form is included in Appendix I.

Site Reports

The Coordinator will benefit from keeping a record of coordination activities. There are several reasons for keeping such records:

The Coordinator has a record of conversations that relate to student training station problems.

The Coordinator has a record of employer comments regarding the student's progress (or lack of it).

The Coordinator may be called upon to justify his/her time being spent in the community outside the school. The report file provides documentation on those few occasions when such justification is necessary.

The Coordinator has a record that may be used as the basis for preparing an annual report on program activities.

Sample site report forms are included in Appendix J.

Evaluation Forms

The Department of Education requires that a written procedure be developed and utilized to annually evaluate the course/training sites and student outcomes. It is important to tailor your evaluation format to the design of your program. Work with school district officials to incorporate the Coop/OJT program evaluation into the evaluation of the entire vocational program. Sample evaluation forms are included in Appendix K.

Follow-up Forms

It is important to follow-up on students who have been involved in Coop/OJT programs to determine the effectiveness of the program. Appendix L contains a sample student follow-up form.

Sample Yearly Calendar

Operating Calendar

Before School Starts

1. Discuss the OJT program with administration.
2. Secure business cards with student introductory information on back for use when sending students for interviews.
3. Survey the community for potential training sites.
4. Establish and work with an advisory committee.
5. Develop public relations calendar for year. Contact advisory committee, parents, service clubs, and news media.
6. Confer with counselors, parents, and students.
7. Visit potential training sites. Identify training sponsor in each site.
8. Contact the Office of Adult and Vocational Education of the Alaska State Department of Education for assistance and information.

September

1. Continue to survey community, students, former students, and compile a list of acceptable training sites.
2. Hold first advisory committee meeting; release press notices.
3. Continue external contacts with PTA, business, industry, etc. Use bulletin boards, etc., for internal publicity.
4. Finalize selections of students and of training sites.
5. Confer with new students.
6. Have students apply for work. Seek new training sites. Follow up on businesses previously visited.
7. Interview students, complete placement, and compile student records.
8. Plan program of study for year.
9. Complete necessary forms.

October

1. Survey seasonal placement needs.
2. Publicize program both internally and externally.
3. Visit possible training sites. Inform and reinform employers as to purposes of the program.
4. Place students. Determine seasonal placement needs.
5. Hold open house or some planned opportunity for employers to visit school.
6. Supervise and evaluate work site of students.
7. Follow up previous students in the program.

November

1. Meet with advisory committee.
2. Publicize program through student speakers at clubs. Visit prospective training sites.
3. Place seasonal workers. Continue regular visits to training sites.
4. Conduct advisory committee meeting.

December

1. Publicize program in relation to Christmas season.
2. Re-survey for training sites. Use newsletter, personal contact to inform employers of purpose of program.

January

1. Meet with administrators and counselors about recruiting new students for next year.
2. Make regular visits to training stations.
3. Adjust course of study and continue classroom instruction.
4. Make any changes necessary in work sites for second semester.
5. Begin interviewing new applicants.

February

1. Contact administration regarding budget and curriculum recommendations.
2. Survey non-participating businesses about possible future training sites.
3. Meet with advisory committee.
4. Conduct in-school open house for faculty, parents, and students.
5. Visit training sites.
6. Continue supervision and evaluation of students.

March

1. Conduct internal public relations: speak to classes, prepare bulletin boards, put ads in school paper. Conduct external public relations: have students speak to various civic organizations, contact communications media on youth conferences, utilize guest speakers in classes.

2. Prepare and distribute publicity to classes and school paper; send letters to parents on selection.

3. Review applications of new students. Conduct personal interview with prospective students. Bring cumulative information forms up to date.

4. Visit possible and present training sites.

5. Begin placement procedures for next year.

6. Continue supervision and evaluation of students and work sites.

April

1. Hold an advisory committee meeting to evaluate program.

2. Promote program through articles and pictures of student-trainees, training sponsors, and employers in school and local newspaper. Encourage student to promote program among peers.

3. Review student applications. Make final selection.

4. Hold orientation meeting for interested students.

5. Seek new training sites.

6. Continue contacts. Follow up students. Help place graduates.

7. Complete records, reports, and incomplete projects. Plan for banquet. Publicize program and results in local news media.

8. Evaluate each work site thoroughly.

9. Prepare a final report for the school board.

May - June

1. Ask superintendent to send letter of appreciation to training sites. Give personal thanks to employers.
2. Conduct youth and employer banquet. Invite state officials, advisory committee, owners, managers, city officials, school administration.
3. Help place graduates.
4. Continue placement. Seek new training sites.
5. Complete final reports.

After School Closes

1. Survey community for training sites. Follow up graduates.
2. Supply advisory committee with printed review of year's activities. Replace or rotate members.
3. Conduct internal public relations: confer with counselors and administration. Conduct external public relations: with news media, success stories, scholarships, student plans. Speak to groups.
4. Keep in touch with graduates on job placement.
5. Make complete check of available training sites. Inform all students on how to contact you during the summer.
6. Hold alumni meeting.
7. Place students.

Appendices

Appendix A

Pre-Employment Competencies

Pre-Employment Competency Areas and Specific Competencies

Competency Area: Career Decision-Making	Competency Area: Life/ Work Management	Competency Area: Job Getting	Competency Area: Work Maturity
Specific Competencies - Client is able to: Self-Assessment - Assess values, identify skills, describe obstacles to employment Career Awareness - Identify career clusters and job duties Labor Market Information - Describe current local market, growth occupations, relate career choice to local labor market Career Choice - Select an appropriate career goal, know how skills could be used in other jobs, plan for career goal and develop specific steps	Specific Competencies - Client is able to: Managing Personal Responsibility - Provide for basic needs, transportation and day care. Use consumer skills, manage money. Be aware of employer's expectations ragarding substance abuse. Problem Solving/Coping - Identify a problem, get more information, analyze it, develop alternatives, select a course of action, persevere through obstacles	Specific Competencies - Client is able to: Job Seeking - Identify job opportunities Resumes and Applications - Complete an application and a resume Contact Skills - Contact employers by phone, letter, or in person Interviewing - Schedule, prepare for, complete, and evaluate an interview	Specific Competencies - Client is able to: Dependability/Reliability - Maintain an acceptable record, maintain punctuality, give notice of interruptions, demonstrate reliability, follow rules of the work place Communication Skills - Follow instructions, ask for clarification, use listening skills Personal Relations - Maintain positive attitudes toward others, accept supervision and criticism, cooperate with others and accept chain of command Initiative/Productivity - Organize time effectively, be responsible, care about the quality of work Worker Rights - Understand use of tax forms, employee benefits, legal rights and responsibilities of the work place

Appendix B

Sample Needs Assessment

Community Expertise Survey

Community:_____ Date Prepared:_____

Name	List Area of Current or Last Work	Last Degrees (High School, Bachelors, Masters)	List Any Individual Work Experience	List Number of Years in Present Area of Work	List Hobbies	Comments

Employer Survey

Background Information

1. Title or position of person completing this survey. (Check one closest to your title.)

   _____ President or CEO
   _____ V-P Industrial Relations
   _____ Personnel Manager
   _____ Human Resource Director
   _____ Employment and Training Manager
   _____ Other_____

2. What is the approximate number of employees in your firm during the last 12 months? (check one)

   _____ under 20
   _____ 20-99
   _____ 10-249
   _____ 250-999
   _____ 1,000 plus

3. Describe your firm _____

   _____

What is Your Opinion of Vocational Education?

1. Students often are given the grades A, B, C, D, and F (Fail) to denote the quality of their work. Suppose high school vocational education in your community were graded the same way. What grade would you give high school vocational education? (check one)

   _____ A
   _____ B
   _____ C
   _____ D
   _____ F (Fail)
   _____ No opinion

2. What grade would you award postsecondary vocational education? (check one)

   _____ A
   _____ B
   _____ C
   _____ D
   _____ F (Fail)
   _____ No opinion

3. If you assigned a grade below A, what are the most important things high school or postsecondary vocational education has to do to improve its grade? (check three)

High School	Post-Secondary	
_____	_____	Increase the number of different kinds of vocational programs.
_____	_____	Update vocational programs.
_____	_____	Improve opportunities for minorities.
_____	_____	Insure that individuals who do not go on to college have access to vocational education.
_____	_____	Provide work experience for vocational students.
_____	_____	Actively support economic development in the community.
_____	_____	Improve placement efforts.
_____	_____	Stress teaching of basics (reading, writing and arithmetic).
_____	_____	Involve employers more in vocational programming.
_____	_____	Increase collaborative retraining efforts with industry.
_____	_____	Other suggestions:_____

4. Considering new employees who work in the same types of jobs, how much on-the-job training is required by those with a vocational education background as compared to those without such training? (check one)

_____ More training
_____ Same amount of training
_____ Less training
_____ Don't know

5. For a job requiring less than a four-year colege degree, would you hire a vocational education graduate rather than a nonvocational graduate (all else being equal: age, sex, training, experience, etc.)? (check one)

_____ Yes
_____ No. Why not? _____
_____ Don't know

Ways Your Firm May Work With Secondary and Postsecondary Vocational Education.

Assume there are no legal constraints with local statutes or union contracts: (check one per question)

	Yes	Already Have	No
1. Would you be willing to allow your equipment to be used on your premises for public vocational education training programs?	___	___	___
2. Would you be willing to provide work experience for vocational education students?	___	___	___
3. Would you be willing to provide work experience for vocational education instructors such as a summer job to help them maintain up-to-date skills?	___	___	___
4. Would you be willing to provide work experiences for guidance counselors to increase their awareness of the world of work?	___	___	___
5. Would you be willing to allow one or more of your employees released time to teach vocational education courses?	___	___	___
6. Would you be willing to use vocational education to retrain your experienced workers?	___	___	___

What Do You Think Vocational Education Should Be Doing?

Several changes are under consideration in vocational education. For each of the following proposed changes, indicate whether you agree, disagree or are undecided.

	Agree	Disagree	Undecided
1. Increase employability skills training (job attitudes, interpersonal relations, etc.) at the high school level.	___	___	___
2. Increase vocational education courses in community or junior colleges.	___	___	___
3. Expand use of private sector personnel as resources for vocational education classrooms.	___	___	___

	Agree	Disagree	Undecided
4. Increase basic skills training (reading, writing and arithmetic) at the high school level.	—	—	—
5. Increase the in-class hours for job skill training.	—	—	—
6. Insure that adults have access to training for reentry skills for the job market.	—	—	—
7. Increase employers' involvement in the evaluation of vocational education programs.	—	—	—
8. Expand use of public vocational education funds for training/retraining of employees at the job site.	—	—	—

Student Preference Survey

Name _____ Sex: Male ___ Female ___
Last First Initial

Address _____ Phone _____

School _____ Grade ____ Counselor _____

Please print information as requested at the top of this sheet. The following questions are about your educational and career plans. Each question is important. Your answers will be used to help you understand your educational and career goals and to provide you with information about appropriate careers. Read each question carefully and answer it as best you can. You are to mark only one answer for each question unless the directions tell you to mark more than one answer. To indicate your choice simply circle the number in front of your answer.

A. The following courses of study are offered in most high schools. My present course of study is (circle one or more)

1. General Education/Basic Skills
2. Clerical
3. Small Busines Management
4. Fine Arts
5. Food Service
6. Home Economics
7. College Prep. Math/Sciences
8. College Prep. English/Social Sciences
9. Subsistence Living/Survival Skills
10. Power Mechanics
11. Construction
12. Other_____

B. Two of the following types of work which are of most interest to me at this time are:

1. Artistic (creative work involving design, color and materials or the performing arts such as music, drama or dance)
2. Clerical (work involving precision, order and accuracy)
3. Computational (work involving mathematics or numbers)
4. Health Services (work involving health care of people or animal)
5. Literary (work involving reading and writing)
6. Mechanical (work involving machines and tools)
7. Outdoor (work that keeps you outside most of the time)
8. Persuasive (work involving sales, advertising, and/or public relations)
9. Scientific (work involving discovery, understanding and problem solving in nature and the physical world)
10. Social Service (work involving helping other people)

C. Two of my strongest aptitudes or talents are:

1. General learning (closely related to doing well in school)
2. Verbal (ability to work with and understand written and oral information)
3. Numerical (ability to work well with numbers and mathematics)
4. Spatial (ability to picture something in my mind from a drawing)
5. Form perception (ability to see important details and differences)
6. Clerical (ability to work well with details in numbers or words)
7. Eye-hand coordination (ability to make a movement response accurately and swiftly)
8. Finger dexterity (ability to work with small objects rapidly)
9. Manual dexterity (ability to move my hands easily and skillfully)

D. How sure am I that my responses to question "C" really are my strongest aptitudes.

1. Certain
2. Pretty Sure
3. Uncertain
4. Very Uncertain

E. I would like a career with the following job characteristics: (circle FIVE of those you would like)

1. Involves a high level of responsibility - makes key decisions involving property, finances or human safety and welfare
2. Directs activities of others - work involves supervisory responsibility
3. Works under close supervision - job performance and work standards controlled by a supervisor
4. Has repetitious work - performs the same task on continuing basis
5. Competes with other people on the job for recognition and advancement
6. Works with details on a continuing basis - may be numbers, written materials or technical data
7. Sees the physical results of work - produces a tangible product
8. Has an opportunity for self-expression - freedom to use one's own ideas
9. Helps people - assists people in a helping relationship
10. Works independently - requires initiative, self-discipline and the ability to organize
11. Works as part of a team - interacts with fellow employees in performing work
12. Work requires physical stamina - involves continued lifting, standing and walking
13. Works overtime or shift work - hours other than normal, daytime shifts
14. Works with ideas - uses intelect to solve problems
15. Works with people - requires a pleasing personality and ability to get along with others
16. Works with things - job generally requires manual skills
17. Works at one work setting - generally confined to work area
18. Has jobs widely scattered - jobs are located in most areas of the United States
19. Motivates others - must be able to influence others

F. Based upon facts I have now, my plans for the future are:

1. To graduate from high school and go right to work with no further education
2. To join the armed forces
3. To enter an apprenticeship program
4. To get futher training at a trade, technical or business school
5. To complete a junior college program involving two years of training or less
6. To start a junior college then transfer to a four year college
7. To go right to a four year college or university
8. To attend more than four years of college

G. Some high school students go to a boarding school as they can take special courses. Would you be willing to attend a boarding school if the vocational courses you wish to take were not offered at your school? Plese circle your answer.

1. Yes 2. No

H. Do you feel that correspondence courses would be a good supplement to your high school program?

1. Yes 2. No

If Yes, list courses

_____

_____

_____

I. Could the Rural Student Vocational Program (two-week work experience program based in Anchorage, Fairbanks and Juneau) be of benefit to you in your career objective?

1. Yes 2. No

How _____

_____

J. Should people in your community be used as teachers for the Vocational classes?

1. Yes 2. No

K. Please note your need at this time for help with educational and career planning:

1. Need considerable help in figuring out what I am going to do
2. Have some things planned but could use additional help
3. Do not need additional help at this time as plans are pretty clear

L. I estimate my grades since 8th grade to be:

1. Mostly A's
2. Mostly A's and B's
3. Mostly B's
4. Mostly B's and C's
5. Mostly C's
6. Mostly C's and D's
7. Mostly D's

You probably have some idea of the occupation(s) you would like to enter. Please select your first and second choices (TWO ONLY) from the 126 occupations listed by placing a "1" in front of your first choice and a "2" in front of your second choice. If the occupation(s) in which you are interested are not listed, please pick related occupation(s) or lace an "X" in the box marked "other" and write in the occupation(s) you prefer. If you do not have any idea of the occupation you would like to enter, please place an "X" in the box marked "undecided."

BUSINESS AND COMMERCE

____Accountant
____Advertising Worker
____Auto Salesperson
____Automobile Parts Counterperson
____Bank Teller
____Bookkeeper
____Cashier
____Clerk Typist
____Computer Operator
____Hotel Clerk
____Insurance Agent
____Keypunch Operator
____Manufacturing Salesperson
____Personnel Worker
____Purchasing Agent
____Real Estate Salesperson
____Receptionist
____Restaurant Manager
____Retail Sales Clerk
____Secretary/Stenographer
____Stockbroker
____Telephone Operator

APPLIED AND PERFORMING ARTS

____Actor/Actress
____Commercial Artist
____Dancer
____Interior Designer
____Interpreter/Translator
____Newspaper Reporter
____Lithographer
____Model
____Musician/Music Teacher
____Photographer
____Photographic Laboratory Tech.
____Professional Athlete
____Radio and Television Announcer
____Technical Writer

AGRICULTURE AND CONSERVATION

____Animal Keeper
____Crop and Fruit Grower
____Livestock and Dairy Farmer
____Fish and Game Warden
____Fisher
____Forester
____Forestry Technician
____Gardner/Grounds Keeper

SKILLED TRADES AND REPAIR

____Air Conditioning, Refrigeration and Heating Mechanic
____Aircraft Mechanic
____Appliance Serviceperson
____Automobile Body Repairperson
____Automobile Mechanic
____Automobile Painter
____Automobile Transmission Repairperson
____Brick Layer
____Business Machines Serviceperson
____Carpenter
____Cement Mason
____Electrician
____Farm Equipment Operator
____Heavy Equipment Operator
____Industrial Machinery Repairperson
____Lineperson
____New Car Get-Ready Person
____Machinist
____Motorcycle Mechanic
____Painter
____Plumber
____Television and Radio Repairperson
____Welder

PUBLIC SERVICES

____Air Traffic Controller
____Airline Pilot
____Airline Steward/Stewardess
____Beauty Operator
____Bus Driver
____Clergy/Religious Worker
____Cook/Chef
____Counselor
____Custodian
____Firefighter
____Gas Station Attendant
____Home Economist
____Lawyer
____Librarian
____Military Service
____Nursery School Teacher
____Police Officer
____Probation Officer/Parole Agent
____Psychologist
____Recreation Worker
____Social Worker
____Teacher
____Truck Driver
____Waiter/Waitress

ENGINEERING, SCIENTIFIC AND TECHNICAL

____Architect
____Biologist
____Chemical Engineer
____Chemist
____Civil Engineer
____Computer Programmer
____Draftsperson
____Electrical Engineer
____Engineering/Science Technician
____Geologist
____Mathematician
____Mechanical Engineer
____Oceanographer/Marine Biologst
____Surveyor
____Systems Analyst

HEALTH SERVICES

____Dental Assistant
____Dental Hygienist
____Dentist
____Hospital Administrator
____Hospital Attendant/Nurse Aid
____Licensed Vocational Nurse
____Medical Assistant
____Medical Laboratory Worker
____Occupational Therapist
____Optometrist
____Pharmacist
____Physical Therapist
____Physician/Doctor
____Registered Nurse
____Veterinarian
____X-Ray Technician

____Other _____

_____

_____

____Undecided

Appendix C

Program Approval Forms

District Vocational Education Program Application

Program Description—Form A

Directions: This section should be cooperatively prepared between the vocational education administrator and the instructional staff responsible for teaching the courses within this specific program. For each program, submit this "Program Description—Form A" with a copy of each "Course Description—Form B" needed to implement the program to the Office of Adult and Vocational Education. Retain one complete copy in the local vocational education administrator's office.

Important: Submit a separate set of "Program/Course Descriptions" (Forms A and B) for each vocational education program your school district plans to offer.

School District: _____

Address: _____

_____

Contact Person: _____

Telephone: _____

1. Vocational Program Title: _____ DOE Use Only CIP Code _____

2. Vocational Courses within This Program:
(List course titles in the order they are to be taken by the students.)

	Scheduled for Delivery: every year	every second year	every third year
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

_____
Superintendent's Signature **Date**

_____
Vocational Director's Signature **Date**

VOS-223-12 a
(Rev. 4/85)

District Vocational Education Program Application

Course Description—Form B

DOE Use Only

1. **Program Title** _____ **CIP Code** _____
   (Title from Form A)
2. **Course Title** _____ **CIP Code** _____
3. **Course Overview:**

4. **Total Hours of Instruction** _____ (Must equal one semester or more for vocational approval.)
5. **List all sites where this course is to be offered:**

6. **Major pieces of instructional equipment (unit cost of $300 or more) that are required and available to teach this course:**

7. **Course Outline:**
   (Note: The following form is a suggested format; district may substitute their own format if the following information is included.)

Major Instructional Units	Instructional Objectives	Student Competencies/Outcomes

VOS-223-12-b
(Rev. 4/85)

CIP CODES	PROGRAM TITLES
01	Agribusiness and Agricultural Production
01.02	Agricultural Mechanics
01.03	Agricultural Production
01.05	Agricultural Services and Supplies
01.06	Horticulture
03	Renewable Natural Resources
03.01	Renewable Natural Resources
03.03	Fishing and Fisheries
03.04	Forestry Production and Processing
03.06	Wildlife Management
06	Business and Management
06.04	Business Administration and Management
06.18	Small Business Management and Ownership
07	Business and Office
07.01	Accounting, Bookkeeping, and Related Programs
07.03	Business Data Processing and Related Programs
07.06	Secretarial and Related Programs
07.07	Typing, General Office and Related Programs
08	Marketing and Distribution
08.07	General Marketing
08.11	Transportation and Travel Marketing
12	Consumer, Personal, and Miscellaneous Services
12.04	Cosmetology
15	Engineering and Engineering-Related Technologies
15.02	Surveying and Mapping
15.03	Electrical and Electronics Technologies
20	Vocational Home Economics
20.02	Child Care and Guidance Management and Services
20.03	Clothing, Apparel, and Textiles Management, Production, and Services
20.04	Food Production, Management, and Services
20.05	Home Furnishing, and Equipment Management, Production, and Services
20.06	Institutional, Home Management, and Supporting Services
43	Protective Services
43.02	Fire Protection
46	Construction Trades
46.02	Carpentry
46.03	Electrical and Power Transmission Installation
46.04	Building Maintenance
46.99	Construction Trades, Other

CIP CODES	PROGRAM TITLES
47	Mechanics and Repairers
47.01	Electrical and Electronics Equipment Repair
47.04	Miscellaneous Mechanics and Repairers
47.0602	Aircraft Mechanics
47.0603	Automotive Body Repair
47.0604	Automotive Mechanic
47.0605	Diesel Engine Mechanic
47.0606	Small Engine Mechanic
48	Precision Production
48.01	Drafting
48.02	Graphic and Printing Communications
48.05	Welding
48.07	Woodworking
49	Water Transportation
49.03	Commercial Fishing Operation

Appendix D

Sample Training Agreements

Cooperative Vocational Education Training Agreement

By this agreement the _____ will permit
(Training Agency)
_____ to enter its establishment
(Student Name)
for the purpose of securing training and knowledge in _____
(Job Title)
and enrolled in _____.
(Related Class)

All persons concerned jointly agree to the following conditions:

1. That the training will extend from _____, 19___ to _____, 19___, _____ days per week.

2. That the student trainee and the training agency will have a probation period of _____ weeks. At the end of this period the student trainee, training agency, or the teacher-coordinator may terminate this agreement.

3. The student trainee will divide his/her time: _____ hours in school; _____ hours on the job.

4. The student trainee will be supervised by: _____
(Name)
in school; _____ on the job.
(Name)

5. The training agency agrees to cooperate with the teacher-coordinator in working out a training plan for the student to follow during the year.

6. The school will make provision for the student to receive related and technical instruction in the above occupation.

7. All complaints shall be made to and adjusted by the teacher-coordinator.

8. The training agency is responsible for meeting State and Federal regulations in regard to hours, wages and occupational hazards.

9. The student trainee may work after 4 p.m. and/or on Saturdays if arranged with school and the training site.

10. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the on-the-job period by the ordinary school regulations. The parent or guardian shall be responsible for the conduct of the student while in training.

11. The student will not work at the training site on days not in attendance at school. (applies only to normal school days)

12. Beginning wage for the student will be _____ per hour.

13. It shall be the policy of this agency/organization to accept and place Cooperative Vocational Education students without regard to race, color, religion, creed, national origin, sex, mental or physical handicap.

SIGNED:

_____ _____

(Employer) (Student)

_____ _____

(Teacher-Coordinator) (Parent or Guardian)

On-the-Job Training Program
Training Agreement

By this agreement the _____ will permit
(Training Agency)
_____ to enter its establishment
(Student Name)
for the purpose of securing training and knowledge in _____.
(Job Title)

All persons concerned jointly agree to the following conditions:

1. That the training will extend from _____, 19___ to _____, 19___, _____ days per week.

2. That the student trainee and the training agency will have a probation period of _____ weeks. At the end of this period the student trainee, training agency, or the OJT Coordinator may terminate this agreement.

3. The student trainee will divide his/her time: _____ hours in school; _____ hours on the job.

4. The student trainee will be supervised by: _____
(Name)
in school; _____ on the job.
(Name)

5. The training agency agrees to cooperate with the OJT Coordinator in working out a training plan for the student to follow during the year.

6. The school may make provision for the student to receive related and technical instruction in the above occupation.

7. All complaints shall be made to and adjusted by the OJT Coordinator.

8. The training agency is responsible for meeting State and Federal regulations in regard to working conditions, including acceptable safety standards.

9. Employment of students cannot have a detrimental affect on their education.

10. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the on-the-job period by the ordinary school regulations. The parent or guardian shall be responsible for the conduct of the student while in training.

11. The student will not work at the training site on days not in attendance at school. (applies only to normal school days)

12. Payment to employer or employee, if any, is _____.

13. It shall be the policy of this agency/organization to accept and place OJT students without regard to race, color, religion, creed, national origin, sex, mental or physical handicap.

SIGNED:

_____ (Training Agency)

_____ (Student)

_____ (OJT Coordinator)

_____ (Parent or Guardian)

Training Agreement

The _____ agrees to have _____
Training Agency Student

to enter its establishment for the purpose of gaining practical knowledge

and experience in the occupation of _____ from _____
Beginning Date

to _____. This training will be in accordance with the general
Closing Date

training outline and the following conditions:

1. The student, while in training, shall be deemed a trainee and shall progress from job to job in order to gain experience. The time schedule, as indicated in the training plan, shall be followed as closely as possible. Safety instruction shall also be included on the training outline.
2. The training agency will provide not less than ten hours per week of training.
3. The school may provide instruction in the technical and related subjects.
4. Reimbursement may be made to employer to replace materials and/or time when productivity of student is less than training time spent by employer.
5. The trainee will adhere to all rules and regulations of the training agency, and make every effort to report for work promptly. In the event of illness or emergency, the trainee must notify the employer and the OJT Coordinator immediately.
6. If for any reason it is necessary to terminate a student, a conference between the employer, student and OJT Coordinator must be held prior to notification of termination.
7. The employer agrees not to hire the student trainee on a full-time basis during the period of this agreement except by permission of school officials.
8. Employer agrees to provide acceptable safety standards.
9. Employment of students cannot have a detrimental affect on their education.

Employer _____

OJT Coordinator _____

Student _____

Parent or Guardian _____

from Guidelines for Cooperative Vocational Education in Community Colleges, Coordinating Council for Occupational Education, State of Washington.

OJT Program Student-School Training Agreement

School Name _____ Date _____

Distribution
Student _____
Parent _____
Coordinator _____

High School_____ School District_____

Student's Name_____ Date_____

I AGREE TO ABIDE BY THE FOLLOWING CONDITIONS:

1. To drop all activities which interfere with my successful completion of education and training in the on-the-job training program
2. To maintain proper personal appearance requirements of the job
3. To be in attendance as required unless excused by the OJT coordinator
4. To maintain proper behavior required for learning to occur for myself and others
5. To maintain proper business conduct at all times
6. To abide by any and all rules and regulations, practices and procedures of the OJT program not specifically stated above
7. To provide my own transportation to location

I UNDERSTAND THAT ANY VIOLATION OF ANY PART OF THE ABOVE AGREEMENT MAY RESULT IN MY BEING DROPPED FROM THE PROGRAM AT THE DISCRETION OF THE OJT COORDINATOR.

SIGNED_____
Student

I have read and understand the above agreement my son or daughter has entered into as a pre-requisite to acceptance into the OJT program of vocational education and training. I grant permission for my son or daughter to live up to the terms of this agreement. I understand that my son or daughter is enrolled in a high school training program and will receive no financial reward during instructional hours.

SIGNED_____ SIGNED_____
Coordinator Parent or Guardian

DATE_____

Appendix E

Sample Training Plans

Coop Training Plan

The _____ will permit _____ from _____
(Name of Business Firm) (Name of Student) (Name of School)

to enter their establishment as an employee under the supervision of _____ for
(Name)

the purpose of gaining knowledge and experience in the occupational area of _____
(Job Title)

INSTRUCTIONS: Check whether Learning Activities are to be accomplished on-job OR in school. Comments/ assignments and evaluation to be made accordingly.

Time for Activity	Learning Activities	On-Job	In School	Comments/ Assignments	Evaluation

Signed: _____ _____ _____ _____
Employer Student OJT Coordinator Parent or Guardian

OJT Competency Training Plan

COURSE TITLE _____ DATE _____

WORK SITE _____ CIP CODE _____

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ___ FEMALE ___

Overall Goal:

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	ESTIMATED HOURS OF LEARNING TIME	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to:		

Signed:

Student Date

Parent/Guardian Date

Employer/Community Volunteer Date

OJT Coordinator Date

OJT Training Plan and Student Progress Report

COURSE TITLE Nurses' Assistant DATE _____

WORK SITE _____ CIP CODE 17.0602

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ____ FEMALE ____

Overall Competency: The student will be able to perform those skills of a nurses' assistant. These skills include: taking x-rays, preparing for exams, and taking blood counts.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Direct patients to exam room - basic hx of illness; 2. Take temperature, pulse, and blood pressure; 3. Know hypodermic injection technique; 4. Set up for minor surgery; 5. Know initial care of accident victim; 6. Assist in minor surgeries; 7. Use aseptic techniques; 8. Care for surgical instruments - including sterilization; 9. Care for the central supply area, x-ray department and maintenance room; 10. Develop x-rays; 11. File x-rays; 12. Take the following x-rays: chest, hand, finger, arm, ankle, foot, toes, knee, KUB, skull series, and elbows; 13. Do laboratory work: use cell counter at hemoglobin meter, hematocrit determmotion; 14. Do routine urinalysis; 15. Care for lab instruments.	

OJT Training Plan and Student Progress Report

COURSE TITLE Clerk, Typist DATE _____

WORK SITE _____ CIP CODE 07.0702

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ____ FEMALE ____

Overall Competency: The student will be able to demonstrate to the satisfaction of the trainer those skills reequired of a clerk/typist in this office.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Report for training on a punctual basis; 2. Give proper notification of absences from training; 3. Establish a proper, business-like relationship with the supervisor and other office personnel; 4. File numerically; 5. File alphabetically; 6. Demonstrate proficiency in typing skills; 7. Type correctly the forms used by the office; 8. Type the documents used by the office; 9. Type correspondence correctly; 10. Use the calculator; 11. Compile information correctly using files and other records; 12. Post information properly; 13. Use correct follow-up procedures; 14. Use correct telephone techniques a. Answering the phone; b. Taking messages; c. Obtaining information by telephone; 15. Greet the office guests and give them basic information; 16. Record incoming and outgoing mail; 17. Dress properly for the office situation.	

OJT Training Plan and Student Progress Report

COURSE TITLE General Store Operation DATE _____

WORK SITE _____ CIP CODE 08.0705

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ✓ FEMALE ____

Overall Competency: The student will know the general operations of a grocery store.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Receive incoming stock; 2. Order stock; 3. Stock shelves; 4. Price articles; 5. Keep daily inventory control; 6. Stock refrigerated food cases; 7. Tally customers purchases in cash register; 8. Make change; 9. Bag groceries.	

OJT Training Plan and Student Progress Report

COURSE TITLE Sales Clerk DATE _____

WORK SITE _____ CIP CODE 08.0706

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ___ FEMALE ___

Overall Competency:

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Order merchandise; 2. Keep shelves stocked with merchandise; 3. Price articles; 4. Prepare inventory of stock; 5. Tally customers purchases in cash register; 6. Make change; 7. Wrap or bag merchandise.	

OJT Training Plan and Student Progress Report

COURSE TITLE Body & Fender Repair DATE _____

WORK SITE _____ CIP CODE 47.0603

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ___ FEMALE ___

Overall Competency: The student will be able to do all types of body work refinishing and reconstructing.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Remove dents using the proper tools for a specific job; 2. Expand metal using proper care and judgment; 3. Pull dents using the proper tools; 4. Mix, apply and smooth out putty; 5. Do light sheet metal welding; 6. Prime, repaint and touch up automobile finishes.	

OJT Training Plan and Student Progress Report

COURSE TITLE Log Scaler DATE _____

WORK SITE _____ CIP CODE 03.0405

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ___ FEMALE ___

Overall Competency: The student will be able to operate on a beginning level as a log scaler.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Recognize different species of logs; 2. Use the scaling stick correctly to measure diameter; 3. Use the scalers tape correctly in determining accurate lengths of logs including trim; 4. Use the proper scaling arrangement of every log; 5. Use the codes for defects and fill out a scaling ticket properly; 6. Determine the various defects in a log and how they apply to volume and grade by species; 7. Scale logs within the allowable limits of the + or - 5% net scale; 8. Use the Scribner Decimal "C" Scale Rule; 9. Use safety procedure in scaling; 10. Pass written scalers test.	

OJT Training Plan and Student Progress Report

COURSE TITLE Retail Sales Management DATE _____

WORK SITE _____ CIP CODE 06.1401

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ____ FEMALE ____

Overall Competency: The student will demonstrate those skills necessary for a person to become an assistant manager in a retail store.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Develop signs for in-store advertising; 2. Develop newspaper advertisements consistent with the policy of the store; 3. Make sales; 4. Use the following forms skillfully: refunds, receipts, I.C.A., return registers, order forms, red-line adjustments, guarantees for tires and batteries, gun registration forms, electronic equipment and tire registrations; 5. Handle all frieght procedures skillfully: check-in, returns, and freight claims; 6. Inventory; 7. Use human relations skills: telephone conversations, and handling complaints; 8. Use skill in the following cash procedures: making change, ordering change, accepting checks, handling credit applications, handling credit approvals, and handling credit ratings; 9. Compute hourly earnings; 10. Calculate the payroll taxes; 11. Compute the business taxes; 12. Write checks; 13. Determine when merchandise must be paid for to take advantage of discounts; 14. Understand the business expenses called overhead; 15. Dress properly; 16. Report for training on a punctual basis; 17. Make arrangements for absences from training before the reporting time. (24-hour advance notification of absence)	

OJT Training Plan and Student Progress Report

COURSE TITLE Nurses' Aide DATE _____

WORK SITE _____ CIP CODE 17.0602

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ____ FEMALE ____

Overall Competency: The student will be able to perform those skills of a nurses' aide in a convalescent home.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Dress properly; 2. Use correct handwashing technique to prevent the spread of disease from one person to another; 3. Help a woman patient take care of her hair; 4. Keep the patient's room in a clean and orderly appearance; 5. Know the correct fire procedure; 6. Strip, wash and make a bed; 7. Care for the flowers of a patient; 8. Serve food to a patient; 9. Move a patient; 10. Help an ill person walk; 11. Sterilize bed pans and urinals; 12. Give a back rub; 13. Give a person a bed bath; 14. Help a patient shave, comb his hair, clean his teeth, care for his nails, and dress and undress; 15. Assist a patient during a tub bath; 16. Assist a patient during a shower; 17. Install a foot board and rails on a patient's bed; 18. Admit a patient to the convalescent home; 19. Discharge a patient from the convalescent home; 20. Describe the procedures to follow when a patient dies; 21. Take the blood pressure of a patient; 22. Give a patient an enema;	

OJT Training Plan and Student Progress Report

COURSE TITLE Taxidermy DATE _____

WORK SITE _____ CIP CODE 01.0499

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ___ FEMALE ___

Overall Competency: The student will have the knowledge and skill to mount any animal or bird.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Skin and apply preservatives to small animals and birds; 2. Build body form from measurements taken on skinning of animals and birds; 3. Apply the hide to the finished form; 4. Do the necessary procedures to mount medium sized animals and birds; 5. Do complete wall head mounts; 6. Do rug mounts with open mouths; 7. Do rug mounts with closed mouths; 8. Do complete body mounts of large animals.	

OJT Training Plan and Student Progress Report

COURSE TITLE Drafting DATE _____

WORK SITE _____ CIP CODE 48.0101

STUDENT _____ AGE _____

SCHOOL _____ YR. IN SCHOOL ____ MALE ___ FEMALE ___

Overall Competency: The student will have developed those skills of a draftsperson at the entry level.

COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Name the drafting equipment as it is displayed; 2. Do basic exercises with ease using the drafting equipment; 3. Show skill using the straight edges and pencil; 4. Show skill using the straight edges and ink; 5. Show skill using the curves and the pencil; 6. Show skill using the curves and ink; 7. Show skill using the straight edges and curves in ink on mylar; 8. Show skill using the Leroy Lettering Set; 9. Show skill using the rapidograph pen with straight edges and curves on paper and on mylar; 10. Burnish on numbers and pattern sheets; 11. Demonstrate the proper handling and care of all equipment; 12. Describe the types of maps used by the Planning Commission; 13. Read steriographic pairs; 14. Demonstrate survey skills; 15. Demonstrate map construction and drawing; 16. Show familiarity with engineering drafting; 17. Show familiarity with design drafting.	

Appendix F

Sample Student Program Applications

Application for Enrollment in Cooperative Vocational Education

1. Name _____ Social Security #_____
   Last First M.I.

2. Grade level at start of program ____ Junior ____ Senior
   (*Must be 16 years of age to participate in Cooperative Vocational Education)

3. Name of Parent or Guardian _____ Relationship_____

4. Telephone contact number of Parent or Guardian

   Home_____ Work_____

5. General condition of health: _____

   _____

   Special services required for employment due to handicap, if any.

   _____

   _____

6. List all vocational courses you have satisfactorily completed.

Course	Year
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. List vocational courses you will be or are enrolled in during the time you are in cooperative vocational education.

   _____ _____ _____ _____

8. What subjects in school have you enjoyed most? _____

   _____

9. What subjects in school have you enjoyed least? _____

_____

10. What are your hobbies or leisure time activities? _____

_____

11. List your previous work experience:

Type of Job	Duties you performed of the job
_____	_____
_____	_____
_____	_____
_____	_____

12. Explain why you want to enroll in the Cooperative Vocational Education program.

_____

_____

It shall be the policy of this agency/organization to accept and place Cooperative Vocational Education students without regard to race, color, religion, creed, national origin, sex, mental or physical handicap.

_____
(Student's Signature Date)

I recommend this student for enrollment in the cooperative vocational education course.

_____
(Vocational Education Teacher's Signature Date)

Application for Admittance into the OJT Program

School Name _____ Date _____

Name of Student _____ Date _____
Last First

Age (last birthday) _____ Date of Birth _____ Ht.____ Wt.____

Physical Condition _____ Remarks _____

Address _____ Telephone Number _____

Mother's Name _____ Occupation _____

Father's Name _____ Occupation _____

Occupational Plans _____

_____

OJT Offerings: List Priorities

A. _____

B. _____

C. _____

Others: _____

Prior work experience (include volunteer work, part time employment, school related vocational experiences, etc.)

JOB TITLE DUTIES SIGNIFICANT LIKES OR DISLIKES OF THE JOB

Leisure Time Activities and Interests: _____

_____

_____

Any pertinent in or out of school training received:

Reaction to this training:

Expressed vocational interest areas if identified:

Any physical or environmental limitations:

Comments:

Applicant/Participant Signature Date

Parent/Guardian Signature Date

Appendix G

Sample Students Training Reports

Coop/OJT Teacher-Coordinator's Visitation Report

Training Station _____ Contact Official _____

Phone _____

Trainee _____

Date _____ Time _____

Points to Observe:

	Acceptable	Unacceptable
1. Conditions surrounding place of business	_____	_____
2. Attitude of workers toward teacher-coordinator and student-trainee	_____	_____
3. Specific operations in which student-trainee is engaged	_____	_____
4. Immediate related subject matter needed	_____	_____
5. Personal appearance of the student-trainee	_____	_____
6. Apparent interest of student-trainee to work	_____	_____
7. Apparent interest of employer in student-trainee	_____	_____

8. Miscellaneous information _____

_____

_____

_____

_____

Coop/OJT Student Training Report

Student's Name _____ Company _____

Supervisor _____

Your constructive criticism enables us to provide better instructional training. Please check the following traits as (0) Unsatisfactory, (1) Poor, (2) Good, (3) Excellent.

PERSONAL TRAITS

Grooming	0 1 2 3
Suitability of dress	0 1 2 3
Personal hygiene	0 1 2 3
Deportment	0 1 2 3
Speech	0 1 2 3
Interest in work	0 1 2 3
Co-operation	0 1 2 3
Initiative	0 1 2 3
Adaptability	0 1 2 3
Ambition	0 1 2 3
Tact	0 1 2 3
Dependability	0 1 2 3
Self-confidence	0 1 2 3

SKILL PERFORMANCE

Typing	0 1 2 3
Shorthand	0 1 2 3
Transcription	0 1 2 3
Filing	0 1 2 3
Grammar	0 1 2 3
Mathematics	0 1 2 3
Spelling	0 1 2 3
Punctuation and capitalization	0 1 2 3
Proofreading	0 1 2 3
Office Machines	0 1 2 3

ABILITY TO

Follow directions	0 1 2 3
Take criticism	0 1 2 3
Understand instructions	0 1 2 3
Attend to details	0 1 2 3
Keep on the job	0 1 2 3

BUSINESS TECHNIQUES

Use of telephone	0 1 2 3
Use of sources of information	0 1 2 3
Office Housekeeping	0 1 2 3
Meeting people	0 1 2 3
Use of supplies	0 1 2 3

General rating of student:

(A) Excellent (B) Good (C) Fair (D) Unsatisfactory

Please list any points that should be emphasized in training of student worker to strengthen his/her position as an employee.

1. _____

2. _____

_____ _____

Date (Employer's Signature)

from Guidelines for Cooperative Vocational Education Community Colleges, Coordinating Council for Occupational Education, State of Washington.

Coop/OJT Student Training Report

Student's Name _____ Company _____

Supervisor _____

1. DEPENDABILITY: Is the student regular, on time, and careful to notify in advance when unavoidably absent?

   Very reliable ( ) Usually reliable ( ) Unreliable ( )
   Comments: _____

2. COOPERATION: Does the student keep the rules, follow instructions, and exhibit an attitude of helpfulness?

   Very cooperative ( ) Generally cooperative ( ) Uncooperative ( )
   Comments: _____

3. APPEARANCE: Does the student dress neatly and appropriately for the position?

   Very neat and appropriate ( ) Generally satisfactory ( ) Unsatisfactory ( )
   Comments: _____

4. PUBLIC RELATIONS: Does the student meet people well, establish good personal relations, and create good public relations for the company?

   Very satisfactory ( ) Moderately satisfactory ( ) Very poor ( )
   Comments: _____

5. INTEREST IN LEARNING: Does the student make the most of the learning opportunities available in this situation?

   Very interested ( ) Moderately interested ( ) Not interested ( )
   Comments: _____

6. ABILITY TO LEARN: Does the student evidence ability to learn this kind of work?

   Very quick to learn ( ) Learns readily ( ) Rather slow ( ) Very slow ( )
   Comments: _____

7. INITIATIVE: Does the student exhibit initiative? Does s/he do work without being told?

   Above average initiative ( ) Occasional initiative ( ) Needs constant direction ( )
   Comments: _____

8. ACCURACY: Is the student accurate in his/her work? Does s/he take care in checking his/her work before submission?

   Very few errors ( ) Occational errors ( ) Often careless ( ) Very careless ( )
   Comments: _____

from Guidelines for Cooperative Vocational Education in Community Colleges, Coordinating Council for Occupational Education, State of Washington.

Coop/OJT Student Training and Time Report

Name of Participant: _____ Work Station: _____ (town)

Name of Supervisor: _____ Report Date: _____

Job Title: _____ Program: _____

TRAITS OF EMPLOYMENT READINESS:

Traits/Characteristics	2	4	6	8	10
1. Initiative					
2. Relationship with others					
3. Quantity of work					
4. Quality of work					
5. Attendance/Punctuality					
6. Tolerance for criticism					
7. Personal Appearance					
8. Service Mindedness					
9. Tactfulness					
10. Adaptability					

MONTHLY TIMESHEET

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
Hrs.																	

****

	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Hrs.															

**********CERTIFICATION**********

I certify that the hours worked as recorded above are correct.

_____
(participant's signature)

I certify that the above reflects the total hours completed while employed under the program for the employee named.

_____
(supervisor's signature)

Guide Sheet for Performance Evaluation

1. INITIATIVE:
   2. Unsatisfactory; has to be prodded
   4. Occasionally shows drive and imagination
   6. Displays average drive and imagination
   8. Displays above average drive and imagination
   10. Displays exceptional enterprise and high creative ability

2. RELATIONSHIP WITH OTHERS:
   2. Unsatisfactory; creates friction and discontent
   4. Tactless or uncooperative; needs improvement
   6. Average in cooperation and cheerfulness
   8. Above average in cooperation and cheerfulness
   10. Expresses unusual ability to relate to others

3. QUANTITY OF WORK:
   2. Unsatisfactory; unable to produce minimum tasks
   4. Marginal, able to complete minimal amount of tasks
   6. Productivity within relative majority performance
   8. Above average productivity
   10. Exceptional productivity

4. QUALITY OF WORK:
   2. Unsatisfactory; does not produce reliable work
   4. Occasionally produces accurate work
   6. Average dependability and accuracy
   8. Above average dependability and accuracy
   10. Displays excellent ability to produce top quality work

5. ATTENDANCE/PUNCTUALITY:
   2. Unsatisfactory; frequently absent/tardy without good reasons
   4. Occasionally absent/tardy without good reasons
   6. Absent/tardy occasionally with good reason
   8. Seldom absent/tardy
   10. Attendance/puntuality consistently good

6. TOLERANCE FOR CRITICISM:
   2. Hostile towards all criticism
   4. Does not accept criticism graciously
   6. Accepts criticism, occasionally makes effort to improve
   8. Accepts criticism well, usually makes effort to improve
   10. Accepts criticism exceptionally well and consistently makes effort to improve

7. APPEARANCE:
   2. Generally unclean appearance, disheveled clothing
   4. Dress and grooming not appropriate for work area standards
   6. Dress and grooming acceptable for work area standards
   8. Usua.ly above average care of clothing and grooming
   10. Immaculately groomed and appropriate attire at all times

8. SERVICE MINDEDNESS:
   2. Does not think in terms of being employed to serve customers
   4. Occasionally provides thoughtful assistance to customers
   6. Average thoughtfulness displayed to customers
   8. Above average in providing assistance to customers
   10. Displays excellent attitude to customers in terms of trying to help them

9. TACTFULNESS:
   2. Is quick to criticize or complain in front of others
   4. Frequently displays lack of tact
   6. Displays average tactfulness in dealing with customers and others
   8. Is discreet in discussing personal or company matters
   10. Is completely tactful in dealing with all situations

10. ADAPTABILITY:
   2. Adapts to new assignments with great difficulty
   4. Adapts slowly but does work with normal assistance
   6. Adapts quickly to new assignments with normal assistance
   8. Adapts quickly to new assignments without assistance
   10. Adapts to new assignments with speed and ease

Appendix H

Sample Student Evaluations

Coop/OJT Training Program Student Quarterly Evaluation Sheet

School Name _____ Date _____

Name of Student _____

Date of Evaluation _____

Training Station _____

Coordinator _____

The student has achieved the following competencies:

Coop/OJT Student's Monthly Evaluation of the Job

Name _____ Date _____

Job Title _____

1. List several work attitudes or skills you have learned to date.

2. Right now, how could you improve in your job-skills or attitude?

3. If you could change one thing about your job, what would you change?

4. What one thing do you like best about your job?

Coop/OJT Student Self-Evaluation

Student _____ Work Period _____

1. What duties did you do:

DUTY	TIME SPENT
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____

2. What new skills did you learn on the job?

Describe _____

_____

_____

3. What problems did you encounter and how did you solve them?

_____

_____

_____

4. In what ways could your job sponsor and your coordinator help you improve your job performance?

_____

_____

_____

Appendix I

Sample Student/Parent Agreement

Coop/OJT Release of Liability

(Release of the District,
the Project and the Employer.)

I/We _____, the parent(s)/legal guardian(s) of _____, a minor child, and said minor child, freely and voluntarily release, from any suit damage, action, or any other claim of any nature whatsoever, the _____ School District, its Vocational Program and the Program Coordinator.

This release is given for and in consideration of the above named persons accepting said minor child into the Coop/OJT program. This release is not effective as a release under those provisions of: (1) The Workmen's Compensation Laws; (2) Those provisions of the Wage and Hour Acts (Federal and State), which are not subject to waiver, and if applicable; (3) any Federal and State Law, or regulation, which cannot be waived; (4) any claim arising out of an intentional tort, by any of the released parties.

Further, this release is executed for the above mentioned consideration, for and on behalf of the said minor child, and by him/her such as is permitted by the laws and court of the State of Alaska.

This release is effective as against any officers, employee, agents, contractor partners, heirs, successors in title, estates or representatives of the above released parties.

In recognition of this release, and the value of the consideration afore mentioned, I/we have caused our signatures to be affixed, this _____ day of _____, 19___.

_____ _____

Minor Child Signature Parent/Guardian Signature

Appendix J

Sample Site Reports

Call Report

Student _____ Work Site _____

_____ Address _____

Coop/OJT Instructor _____

_____

Date	Notes on call

from CRT Coordinator's Operational Manual, Washington State Commission for Vocational Education.

Coop/OJT Coordinator's Visitation Report

Student _____ Work Site _____

Date _____ Time _____ Phone _____

Points to Observe:

	Acceptable	Unacceptable
1. Conditions surrounding place of business	_____	_____
2. Attitude of workers toward OJT Coordinator and student-trainee	_____	_____
3. Specific operations in which student-trainee is engaged	_____	_____
4. Personal appearance of the student-trainee	_____	_____
5. Apparent interest of student-trainee in work	_____	_____
6. Apparent interest of employer in student-trainee	_____	_____

7. Is related subject matter needed? Are there problems related with the job situation?

_____

_____

_____

_____

_____

_____

Appendix K

Sample Coop/OJT Program Evaluation Forms

Coop/OJT Program Evaluation — Student

Outstanding = 5
Good = 4
Average = 3
Fair = 2
Poor = 1

1. Was Coordinator of the program satisfactory?	5	4	3	2	1
2. Were forms understandable?	5	4	3	2	1
3. Were site visits useful?	5	4	3	2	1
4. Was classroom instruction helpful to the job?	5	4	3	2	1
5. Was I prepared for work?	5	4	3	2	1
6. Was the work site prepared for me?	5	4	3	2	1
7. Would you recommend this program to others?	5	4	3	2	1
8. Was the Coordinator helpful?	5	4	3	2	1

9. What is the biggest strength of the program?

10. What is the biggest weakness of the program?

Comments:

Coop/OJT Program Evaluation — Employer

Outstanding = 5
Good = 4
Average = 3
Fair = 2
Poor = 1

1. Was Coordinator of the program satisfactory?	5	4	3	2	1
2. Were forms understandable?	5	4	3	2	1
3. Were site visits useful?	5	4	3	2	1
4. Was classroom instruction adequate?	5	4	3	2	1
5. Was the student prepared for work?	5	4	3	2	1
6. Was the work site prepared for the student?	5	4	3	2	1
7. Would you recommend this program to others?	5	4	3	2	1
8. Was the Coordinator helpful?	5	4	3	2	1

9. What is the biggest strength of the program?

10. What is the biggest weakness of the program?

Comments:

Appendix L

Sample Follow-Up Form

Coop/OJT Program Follow-Up

Date _____

Name _____ Name in school records _____

Present address _____

Present employer _____

Present type of work _____

Other employment since completing the program:

Job Title	Name of Company	Months Employed

Are you presently enrolled in:

College 4 Yr ( ) College 2 Yr ( ) Voc-Tech ( ) Other ( )

Are you employed in the occupation for which you were trained?

Yes, full time ( ) Part time ( ) Related, full time ( ) No ( )

Did you seek employment in the occupation for which you trained? Yes ( ) No ( )

Do you believe you were hired because of your training? Yes ( ) No ( )

Do you feel your training was important to your job success? Yes ( ) No ( )

Were you hired by the firm where you did your Coop/OJT training? Yes ( ) No ( )

What was your salary per month after training?

Beginning: Below $300 ( ) $300-400 ( ) $400-600 ( ) $600-800 ( ) $800-1,000 ( )

Present
Salary: Below $300 ( ) $300-400 ( ) $400-600 ( ) $600-800 ( ) $800-1,000 ( )

What topics covered in OJT training were most beneficial to you?_____

_____

Would you recommend others enroll in Coop/OJT? Why or why not?

_____

from Guidlines for Cooperative Vocational Education in Community Colleges, Coordinating Council for Occupational Education, State of Washington.

Appendix M

Enrollment Form

VOCATIONAL EDUCATION ENROLLMENT REPORT

Form B

DISTRICT _____ SCHOOL _____

INSTRUCTIONS ON THE BACK

Keep original copy and send in a duplicate copy to:

Department of Education
Office of Adult
and
Vocational Education
P.O. Box F
Juneau, Alaska 99811

Approved Course CIP Number:

_____

Class/Course Title:

_____

Periods per day _____

Periods in school day _____

1) Race/Ethnic Group
2) Handicapped
3) Economically Disadvantaged
4) Academically Disadvantaged
5) Limited English

(See definitions on back)

Date of Enrollment Count:

_____

	Type or Print Student's Name (Last, First, Initial)	Sex F—Female M—Male	Grade Level	1) Race/Ethnic Group	2) Handicapped	3) Economically Disadvantaged	4) Academically Disadvantaged	5) Limited English
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
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27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								

Teacher's Signature _____ Date _____

Vocational Administrator's Signature _____ Date _____

VOE-228-13a
(Revised 8/86)

INSTRUCTIONS FOR COMPLETING VOCATIONAL EDUCATION ENROLLMENT REPORT

1. Count date for enrollment is the fourth Friday of October.

2. The report is due in the Office of Adult and Vocational Education on or before November 15th of the fiscal year.

3. Periods per day—how many periods does the class meet each day?

4. Period in school day—how many periods comprise a regular school day?

5. Student's name—record all students enrolled in course.

6. Identify sex of students.

7. Grade—identify numerically—i.e., 9, 10, 11, or 12 (do not list 7th or 8th graders).

8. Indicate student status, as follows:
   * (1) Race/Ethnic Group—by letter
   (2) Handicapped—by (x)
   (3) Economically Disadvantaged—by (x)
   (4) Academically Disadvantaged—by (x)
   (5) Limited English—by (x)

9. Teacher's signature.

10. Vocational Administrator's signature—may be vocational director, principal, or other administrator in charge of vocational education.

11. Complete reports by school site, and mail copies by November 15 of the fiscal year to:

    Office of Adult and Vocational Education
    P.O. Box F
    Juneau, Alaska 99811

12. Computer printouts containing the above required information are acceptable.

* **Race/Ethnic Group:**

AI—American Indian
AL—Aleut
AP—Asian or Pacific Islander
AT—Athabascan
BL—Black, not Hispanic
ES—Eskimo
HA—Haida
HI—Hispanic
TL—Tlingit
TS—Tsimshian
WH—White, not Hispanic

Handicapped: An individual whose Individual Education Plan (IEP) specifically identifies special services and/or assistance needed to succeed in the vocational education course/program.

Economically Disadvantaged: For secondary only—family annual income at or below the official poverty line established by the Federal Director of the Office of Management and Budget adjusted for Alaska.

Academically Disadvantaged: An individual who has failed or is failing to successfully complete his or her vocational education course(s) due to lack of basic skills.

Limited English Proficiency: An individual who comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency.

Appendix N

Application for Authorization to Employ a Minor

ALASKA DEPARTMENT OF LABOR
LABOR STANDARDS AND SAFETY DIVISION

APPLICATION FOR AUTHORIZATION BY THE COMMISSIONER OF LABOR TO EMPLOY A MINOR

Application must be filed with the nearest Labor Standards and Safety Division office appearing on the reverse prior to employing a minor.

SECTION (A) to be completed by Employer

Name of Employer	DBA

Address	City	Phone

Location of Employment

Detail Actual Duties to be Performed by Minor

Do these duties involve being on a licensed premise where alcoholic beverages are consumed or sold? ☐ Yes ☐ No	Hourly Rate	Pay Periods

HOURS OF WORK WILL BE RESTRICTED AS INDICATED BELOW: Place X in applicable box.

☐ 14-15 years old - when school is in session, hours will be limited to a total of nine hours of school attendance plus employment in any one day; work will be performed only between the hours of 5 a.m. and 9 p.m. and total hours worked in one week will be limited to 23 hours.

☐ 14-15 years old - during school vacations, work hours will be limited to 40 hours per week and work will be performed only between the hours of 5 a.m. and 9 p.m.

☐ 16-17 years old - will not be employed more than six days in any week.

I, _____, affirm and agree that such working conditions will be maintained and that all changes shall have the prior approval of the Commissioner of Labor.

Signature of Employer or Agent Acting for Employer	Date

SECTION (B) To be completed by Parent or Guardian.

CERTIFICATE OF AGE: YOU MUST ATTACH HERETO ONE OF THE FOLLOWING DOCUMENTS OR A CERTIFIED COPY THEREOF. Place an X in the appropriate box indicating which document is attached. ☐ Baptismal Certificate. ☐ An official signed statement of B.I.A. census record. ☐ Passport. ☐ Driver's License ☐ Authenticated School Records. ☐ Federal Age Certificate. ☐ Birth Certificate. ☐ Other(Specify) _____

Name of Minor	Sex	Date of Birth

Address	City	Last School Grade Completed

Height	Weight	List Types and Dates of Illnesses Suffered During Last Two Years

I, _____, affirm that I am the legal guardian or parent of the above named minor and that such minor has my consent to be employed in any occupation authorized by the Alaska child labor laws, Alaska Statutes 23.10.325—370.

Signature of Parent or Guardian	Date

SECTION (C) to be completed by the Commissioner of Labor

The working conditions outlined herein do/do not unduly endanger the life, limb or health of the minor above named and authorization to employ him/her under the provisions of the Alaska Child Labor Act as set forth in AS 23.10.325—370 is

Commissioner of Labor	Date Filed
_____ Authorized Representative	

07-6066 (Rev 5/84)

Labor Standards & Safety Division
Alaska Department of Labor
1111 West Eighth Avenue
P.O. Box 630
Juneau, Alaska 99802
Phone: 465-4842

Labor Standards & Safety Division
Alaska Department of Labor
3301 Eagle, Suite 301
Pouch 7-021
Anchorage, Alaska 99510
Phone: 264-2435

Labor Standards & Safety Division
Alaska Department of Labor
Regional State Office Building
675 7th Avenue, Station J
Fairbanks, Alaska 99701
Phone: 452-3060

EMPLOYERS PLEASE NOTE.

OCCUPATIONS PROHIBITED TO MINORS UNDER 18

1. Occupations in manufacturing, handling, or use of explosives.
2. Occupations of motor vehicle driver or helper (limited exceptions).
3. Mining operations including coal.
4. Logging or occupations in the operations of any sawmill, lath mill, shingle mill, or cooperage.
5. Operations of power-driven woodworking machines.
6. Occupations with exposure to radioactive substances and to ionizing radiation.
7. Operation of elevators or other power-driven hoisting apparatus.
8. Operation of power-driven metal forming, punching and shearing machines.
9. Occupations involving slaughtering, meat packing or processing or rendering.
10. Occupations involved in the operation and cleaning of power-driven bakery machines.
11. Occupations involved in the operation of power-driven paper products machines.
12. Occupations involved in the manufacture of brick, tile and kindred products.
13. Occupations involved in the operation and cleaning of circular saws, band saws, and guillotine shears.
14. Occupations involved in wrecking, demolition and shipbreaking operations.
15. Occupations involved in roofing operations.
16. Occupations involved with excavation operations.
17. Electrical work with voltages exceeding 220, or outside erection or repair, and meter testing including telegraph and telephones lines.

IF UNDER 18, THESE OCCUPATIONS ARE ALSO PROHIBITED

1. Occupations in manufacturing, mining or processing, including work rooms or places where goods are manufactured, mined or otherwise processed.
2. Occupations involved in operation of hoisting or power-driven machinery other than office machines.
3. Operation of motor vehicle or service as helper on motor vehicle.
4. Public messenger service.
5. Occupations in or about canneries, seafood plants, including cutting, slicing or butchering, or the operation of any floating plant and including loading or unloading.
6. Work performed in or about boilers, engine rooms or retorts.
7. Work involved with maintenance or repair of the establishments machines, or equipment.
8. Occupations that involve working from window sills, ladders, scaffolds or their substitutes.
9. Occupations which involve operating, setting up, adjusting, cleaning, oiling, or repair of power-driven food slicers, grinders, choppers, cutters, and bakery type mixers.
10. Work in freezers, meat coolers, or preparation of meat for sale.
11. Loading or unloading to and from trucks, railroad cars, or conveyors.
12. Occupations in warehouses except office and clerical work.
13. Occupations involving use of sharpened tools.
14. Occupations in transportation of persons or property, warehousing and storage, construction (including demolition and repair) except office or sales work in connection with these occupations.

TITLE 4. ALCOHOLIC BEVERAGES
ALASKA STATUTES

AS 04.16.049

Sec. 04.16.049. Access of person under the age of 19 to licensed premises. (a) A person under the age of 19 years may not knowingly enter or remain in premises licensed under this title unless

(1) accompanied by a parent, guardian or spouse who has attained the age of 19 years.

(2) accompanied by a person over the age of 19 years and with the consent of the person's parent or guardian if the premises are licensed as a restaurant or eating place and the persons enter and remain only for dining.

(b) Notwithstanding (a) of this section, a licensee, his agent, or employee may refuse entry to a person under the age of 19 years to that part of licensed premises in which alcoholic beverages are sold, served or consumed, may refuse service to a person under the age of 19 years, or may require a person under the age of 19 years to leave the portion of the licensed premises in which alcoholic beverages are sold, served, or consumed.

(c) Notwithstanding this section, a person between 16 and 19 years of age may enter and remain within the licensed premises of a hotel, restaurant, or eating place in the course of his employment if (1) the employment does not involve the service, mixing, delivering, or dispensing of alcoholic beverages; (2) the person has the written consent of the parent or guardian; and (3) an exemption from the prohibition of AS 23.10.355 is granted by the Department of Labor. The board, with the governing body having jurisdiction and at the licensee's request shall designate which premises are hotels, restaurants or eating places for the purpose of this subsection (3 ch. 131 SLA 1980).

The federal prohibition on the hours which 14 and 15 year olds may be allowed to work is more strict than Alaskan law. Due to this conflict, an employer of 14 or 15 year olds may find that they are in compliance with state law but in violation of federal law.

For example:

State Law
Children 14 and 15 years old may work:

1) A total of 9 hours of school and work combined in one day.
2) Only between the hours of 5 a.m. to 9 p.m.
3) No more than 23 hours per week outside of school hours (domestic work and babysitting excepted)
4) No more than 6 days per week.

Federal Law
Children 14 and 15 years old may only work:

1) Outside school hours.
2) Not more than 40 hours in any one week when school is not in session.
3) Not more than 18 hours in any week when school is in session.

4) Not more than 8 hours in any one day when school is not in session.
5) Not more than 3 hours in any one day when school is in session.
6) Between 7 a.m. and 7 p.m. in any one day except during the summer (June 1 through Labor Day) when the evening hour will be 9 p.m.

There are certain exceptions to the Federal Law, for example, children in work study programs through their schools are exempt from some or all of the hour restrictions. For further information on the Federal Law, contact, The United States Wage and Hour Division, 701 "C" Street, Box 41, Anchorage, Alaska 99513

Resources

Resources

Vocational Education Curriculum
Materials Library
Office of Adult and Vocational
Education
Department of Education
Box F
Juneau, AK 99811
465-2980

Commissioner
Department of Community
and Regional Affairs
P.O. Box B
Juneau, AK 99811
465-4700

Commissioner
Department of Labor
P.O. Box 21149
Juneau, AK 99802
465-2700

Local Job Service Office
3301 Eagle Street
Anchorage, AK 99503
264-2631

Wage and Hour Division
Alaska Department of Labor
One Sealaska Plaza
P.O. Box 630
Juneau, AK 99811
465-4039

Wage and Hour Division
Alaska Department of Labor
3301 Eagle, Suite 301
Pouch 7-021
Anchorage, AK 99510
264-2435

Wage and Hour Division
Alaska Department of Labor
Regional State Office Building
675 - 7th Ave., Station J
Fairbanks, AK 99701
452-3060

Labor Standards and Safety
Division
Alaska Department of Labor
3301 Eagle, Suite 301
Pouch 7-021
Anchorage, AK 99510
264-2435

Labor Standards and Safety
Division
Alaska Department of Labor
Regional State Office Building
675 - 7th Ave., Station J
Fairbanks, AK 99701
452-3060

Labor Standards and Safety
Division
Alaska Department of Labor
1111 West Eight
P.O. Box 630
Juneau, AK 99811
465-4839